Monett HS Mentor Lesson Session

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Developing Authenticity in Student Research: An Analysis of Cyberbullying Policies

Students have been discussing and doing initial research on the topic of cyberbullying. This lesson is a continuation and extension of this research. This lesson is not intended to be completed in one class period.

***Purpose:*** *Ensure that Monett cyberbullying policies are adequate and that students, teachers and parents are properly informed.*

***Non-Purpose:*** *Rewrite the entire policy.*

***Goals:*** *Expand the discussion about cyberbullying, Research multiple anti-bullying policies, Propose any changes to current policies, Develop and share findings*

1. **Expanding the topic – Discussion Web Strategy**
   1. Should schools be involved in addressing the issue of cyberbullying?
      1. Students will discuss pro/con responses to the question – Using the digital version of the Discussion Web graphic organizer; students will first complete the web by filling in the blanks with their own reasons of support and disagreement regarding the question.
      2. Students will then share in small group and whole class discussion.
      3. One group will be asked to keep a record of the most popular responses.
2. **Research the issue – Think Aloud Strategy**
   1. Using this strategy, walk and talk students through the process of finding information about state policies, other school district policies, and Monett’s policies on cyberbullying.
      1. State Policies
         1. <http://dese.mo.gov/schoollaw/freqaskques/anti-bullying.html>
         2. <http://www.mdn.org/2012/STORIES/BULLYING.HTM>
         3. <http://house.missouri.gov/BillSummaryPrn.aspx?bill=HB1049&year=2012&code=R&style=new>
      2. Springfield District Policies
         1. <http://articles.ky3.com/2013-02-21/springfield-school-district_37227942>
         2. <http://sps.k12.mo.us/watkins/documents/2012-2013FormsPacket-Revised.pdf>
      3. Monett District Policies
         1. <http://policy.msbanet.org/monett/showpolicy.php?file=JFCF-C.1B>
         2. <http://school-safety.monett.schoolfusion.us/modules/groups/integrated_home.phtml?gid=3758051&sessionid=8b9a3b21edf7a0f83619f69655d7da98&t=d00f019246eb053d61169bd417e4c771>
         3. <http://www.digitalcitizenship.net/Nine_Elements.html>
3. **Discuss the Research - Jigsaw Groups Strategy**
   1. Students are assigned sections of the previous information to read through and make notes to share with other groups.
   2. In the original groups of three, students quickly choose which section they will read the research that has been found (State, other districts, Monett)
   3. By show of hands, the groups will then find their partners from other groups who are reading the same sections.
   4. These new groups will digest the material and return to their original 3 member groups to share their knowledge.
   5. After this activity every class member should have some basic knowledge about each of the sections of information.
4. **Analyze the Research - Discussion Web Strategy**
   1. Brainstorm about the findings – this can begin with a whole class discussion and students can come up with their own questions or after short discussion lead them to these questions.
   2. Use the same web discussion strategy to discuss in small groups the following questions
   3. Does the current policy directly address cyberbullying?
   4. Are there any changes or additions that could be made?
5. **Move to proposal of policy adjustments/enforcements/awareness – Freewrite Strategy**
   1. What needs to be done/changed/added
   2. What are these based on (examples of other district policies, increased problems, increased awareness, lack of issue being addressed due to date of initial policy).
6. **Move to share findings – Carousel Brainstorming**
   1. Who do we share it with? (Whole group brainstorm, then post on post-it posters for CB)
   2. How do we share it? (The different stakeholders are posted on posters around the room, students then visit each poster in their small groups and add ideas for how to share)
   3. Students will choose how they want to share and move forward with development.
7. **This lesson will continue by monitoring and advising each student in his/her chosen form of sharing.**

***Common Core State Standards (CCSS) in English/Language Arts***

[**CCSS.ELA-Literacy.CCRA.R.1**](http://www.corestandards.org/ELA-Literacy/CCRA/R/1/)Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

[**CCSS.ELA-Literacy.CCRA.R.9**](http://www.corestandards.org/ELA-Literacy/CCRA/R/9/) Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

[**CCSS.ELA-Literacy.CCRA.R.10**](http://www.corestandards.org/ELA-Literacy/CCRA/R/10/)Read and comprehend complex literary and informational texts independently and proficiently.

[**CCSS.ELA-Literacy.CCRA.R.2**](http://www.corestandards.org/ELA-Literacy/CCRA/R/2/) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

[**CCSS.ELA-Literacy.CCRA.W.1**](http://www.corestandards.org/ELA-Literacy/CCRA/W/1/) Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

[**CCSS.ELA-Literacy.CCRA.W.2**](http://www.corestandards.org/ELA-Literacy/CCRA/W/2/)Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

[**CCSS.ELA-Literacy.CCRA.W.4**](http://www.corestandards.org/ELA-Literacy/CCRA/W/4/)Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[**CCSS.ELA-Literacy.CCRA.W.6**](http://www.corestandards.org/ELA-Literacy/CCRA/W/6/) Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

[**CCSS.ELA-Literacy.CCRA.W.7**](http://www.corestandards.org/ELA-Literacy/CCRA/W/7/) Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

[**CCSS.ELA-Literacy.CCRA.W.8**](http://www.corestandards.org/ELA-Literacy/CCRA/W/8/) Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

[**CCSS.ELA-Literacy.CCRA.W.9**](http://www.corestandards.org/ELA-Literacy/CCRA/W/9/)Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Diversity Proficiencies 3. Curriculum and Instruction**: demonstrates development and use of unbiased learning outcomes and instructional strategies designed to facilitate student growth for all diverse learners including differentiated instruction